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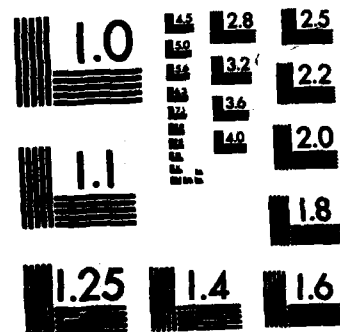UNCLASSIFIED   NPRDC-SR-83-11   F/G 5/9   NL

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EVALUATION OF THE NAVY'S RECRUITING ASSISTANCE PROGRAM AS A PEER NETWORKING STRATEGY FOR RECRUITING THE 19- TO 23-YEAR-OLD MARKET

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EVALUATION OF THE NAVY'S RECRUITING ASSISTANCE PROGRAM AS A PEER NETWORKING STRATEGY FOR RECRUITING THE 19- to 23-YEAR-OLD MARKET

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To evaluate the effectiveness of the Navy's Recruiting Assistance Program (RAP) for recruiting the 19- to 23-year-old age group, a variation of RAP was designed that manipulated the age and type of RAP participants, the number of participants per recruiting station, and RAP utilization by recruiters. Although the field test of this variation was cancelled due to problems encountered in early phases, a recruiter training guide on RAP selection and supervision was developed that could be used to improve RAP operation at the local level. Information obtained during the development of the peer

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networking strategy was used to generate recommendations regarding program eligibility criteria, processing procedures, and utilization of RAP participants.

FOREWORD

This research was performed under engineering development subproject Z1252-PN.01 (Revised Recruiting Systems) and was sponsored by the Chief of Naval Operations Counter Attrition Task Force. The objective of this subproject was to develop and test marketing strategies for recruiting a target population of 19- to 23-year-old, unmarried, nonprior-service, high school graduate males.

This is the second of three reports concerning the development and evaluation of recruiting techniques designed to reach the 19- to 23-year-old age group. The first report (NPRDC SR 82-22) identified peer networking and direct mail as two promising strategies. The peer networking strategy described in this report is based on expanded use of the Navy's Recruiting Assistance Program. Direct mail marketing directed towards the interests of 19- to 23-year-olds will be the subject of the third report.

The identification of promising marketing strategies and the development of a recruiter training program were conducted under contract N00123-79-C-1511 with Westat, Inc. The contract officer's technical representative for this portion of the work was Robert A. Lakota. The remainder of the effort was carried out in-house.

JAMES F. KELLY, JR.
Commanding Officer

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Technical Director

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SUMMARY

Problem

The Navy recruiting environment in the 1980s is one in which the supply of 17 and 18-year-olds is steadily declining, while requirements are growing. One way of expanding the supply of potential Navy recruits is to direct recruiting efforts at an older age group consisting of 19- to 23-year-olds. To take advantage of this source of manpower, recruiting techniques effective in enlisting this segment of the population need to be explored.

Objective

The objective of this effort was to evaluate the effectiveness of a peer networking strategy built on expanded use of the Navy's Recruiting Assistance Program (RAP) for recruiting a target population of 19- to 23-year-old, unmarried, nonprior-service males who have received high school diplomas.

Approach

A variation of RAP was designed that modified the age and type of RAP participants, the number of participants per recruiting station, and RAP utilization by recruiters. The initial field test plan called for recruiters at selected recruiting stations in Navy Recruiting Districts, San Francisco and Seattle to be trained in RAP management in October 1980. Recruiters would then receive three or four RAP participants during the field test period, in November 1980 and from January through June 1981. A pool of RAP candidates who were 19 to 23 years old and included enlisted personnel from the fleet was identified for assignment during the test period. Recruiter training was conducted as planned, procedures were developed for assigning RAP personnel and evaluating their performance, and five RAP personnel were assigned to participating recruiting stations. The field test was cancelled, however, because of problems encountered during its early phases. The test period was insufficient to permit an evaluation of the proposed strategy's effectiveness in recruiting an older age group. Instead, the information gathered during the development of the peer networking strategy was used to develop a training guide on RAP selection and supervision for use by recruiters at the local level.

Conclusions

The following conclusions concerning RAP are based on information gathered during the development of the peer networking strategy. Although the information was largely anecdotal and reflected recruiter perceptions of RAP operation, the comments were highly consistent in identifying aspects of RAP that need to be examined.

1.   Recruiters consider outgoing personality and extensive community contacts to be desirable characteristics in a RAP participant and to be more appropriate criteria for selecting RAP candidates than are current program eligibility criteria.

2.   Unqualified or unproductive RAP participants are sometimes assigned through detailing or assignment errors or lack of selectivity in nominations by recruiters.

3.   Recruiters felt that the potential effectiveness of RAP participants is reduced if they:

   a.   Are assigned to a recruiting station for less than 30 days.

b.   Are doing clerical tasks at the recruiting station instead of talking to friends and acquaintances about the Navy.

c.   Do not understand what RAP is about or what is expected of them.

d.   Do not have access to their own means of transportation.

e.   Feel that there is no reward for good performance.

4.   Recruiters considered RAP participants to be effective in generating accessions and to be valuable resources in their recruiting activities.

Recommendations

1.   Program eligibility criteria should be examined to determine if (a) the requirement that RAP candidates be no more than 21 years of age should be eliminated and (b) greater flexibility should be allowed in nominating RAP candidates who are non-high-school graduates and in the lower mental categories.

2.   RAP processing procedures should be examined to determine the extent to which program participants are assigned on an accurate and equitable basis.

3.   The training guide should be distributed to all recruiters for use in selecting and supervising RAP participants.

4.   Implementation of the policy on use of government vehicles should be examined to determine the extent to which unnecessary constraints are being placed on RAP participants.

5.   The possibility of offering additional incentives beyond a letter of commendation should be explored.

6.   The feedback system should be examined to ensure that accurate and complete information on RAP performance is reported and entered in the RAP master file.

CONTENTS

INTRODUCTION

Problem

The Navy recruiting environment in the 1980s is one in which the supply of 17 and 18-year-olds is steadily declining. At the same time, the Navy is facing increased manpower demands under plans to expand the size of the fleet. One method of expanding the pool of potential Navy recruits would be to direct recruiting efforts at the 19- to 23-year-old group. For a significant portion of the 1980s, the size of this group will be comparable to the large pool of high-school age youths that were available in the late 1970s. Given the potential importance of the older age group to recruiting, techniques need to be developed to enlist a larger proportion of this population in the Navy.[1]

Objective

The objective of the current effort was to evaluate the effectiveness of a peer networking strategy built on expanded use of the Navy's Recruiting Assistance Program (RAP) for recruiting a target population of 19- to 23-year-old, unmarried, nonprior-service males who have received high school diplomas.

Background

The Navy operates several recruiting programs in which enlisted personnel and officers are temporarily assigned to assist recruiters. Two such programs are RAP and the Hometown Area Recruiting Program (HARP). In RAP, graduates of Navy Class "A" schools and apprentice training programs are returned to their hometowns, prior to their first assignment, to assist local recruiters for 30 days. Per diem and travel costs associated with RAP duty are paid by the Navy Recruiting Command (NAVCRUITCOM). In HARP, enlisted personnel are sent from their duty stations or fleet units to their hometown recruiting stations for 10 to 15 days of duty. Personnel must volunteer for HARP and participate on no-cost orders, usually in conjunction with a period of leave. Both RAP and HARP use peer networking techniques in that program participants contact their contemporaries and provide prospects for their recruiters to develop into accessions.

During an earlier phase of the current effort, peer networking was identified as a strategy that had promise for attracting somewhat older prospects to the Navy.[2] The following modifications to RAP were recommended in a proposed test of the program's effectiveness in recruiting a somewhat older population.

1. Because RAP is a peer networking technique, RAP participants should have characteristics similar to those of the target group to be recruited; i.e., participants should be drawn from the 19- to 23-year-old age group.

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[1]These techniques focus on accessions acquired through the standard recruitment process and do not consider accessions generated through lateral entry programs.

[2]Romanczuk, A. P., Goodstadt, B. E., Colby, C. L. & Fernandes, K. Identification of strategies for penetrating the 19- to 23-year-old recruiting market (NPRDC SR 82-22). San Diego: Navy Personnel Research and Development Center, April 1982. (AD-A114 261)

2. RAP should be expanded to include enlisted personnel from the fleet as participants. Because of their fleet experience, these personnel should be credible sources of information to their peers on Navy experience. As with regular RAP participants, RAP personnel from the fleet should have the characteristics of the target group.

3. Recruiters should be trained in the selection, management, and utilization of somewhat older RAP personnel.

4. Recruiting resources should be increased by providing selected recruiting stations with three or four RAP participants—both regular RAP and personnel from the fleet—during the test. These individuals should be in addition to those provided through the NAVCRUITCOM program.

APPROACH

A test of the peer networking strategy, modified as described above, was initiated but cancelled prematurely due to problems encountered during the early phases of the test. Because the test period was insufficient to evaluate the strategy's effectiveness in recruiting 19- to 23-year-olds, the test plan was revised to focus on the development of a recruiter training guide that would improve RAP operation at the local level. The following paragraphs provide an overview of the initial test plan, review the activities carried out in arranging for the field test, list the problems encountered, and describe the revised test plan.

Initial Test Plan

Sixty-seven recruiting stations, 50 in the California portion of Navy Recruiting District (NRD) San Francisco and 17 in the Washington portion of NRD Seattle, were randomly assigned to participate or not participate in the test. Minor adjustments were made in the assignments to accommodate NRD consolidation of several recruiting stations and to match participating and nonparticipating stations on average recruiter productivity.

Under the initial test plan, recruiters in 25 stations in NRD San Francisco and 9 stations in NRD Seattle would be trained in RAP management in October 1980. About 100 RAP participants would then be assigned to these stations during the field test period, in November 1980 and from January through June 1981. The effectiveness of the strategy would be evaluated by (1) comparing recruiting yield for these RAP participants with that for regular participants in the two NRDs and (2) comparing field test data on yield with RAP historical data maintained by NAVCRUITCOM for the two NRDs.

Activities Undertaken

Identification of RAP Candidate Pool

One of the RAP eligibility criteria under the NAVCRUITCOM program is that participants must be no more than 21 years of age. Thus, to test the effectiveness of older RAP participants, NAVCRUITCOM authorized a modification in the program age limit to include 22- and 23-year-olds for the period of the field test.

A pool of RAP candidates with characteristics of the target population was identified in September 1980 from a data file containing all individuals who had signed enlistment contracts in the two NRDs between July 1978 and August 1980. The lists of accessions for participating recruiting stations contained individuals who (1) had birthdates between September 1957 and September 1961, (2) were male, high school graduates with no dependents, (3) had enlisted for a period of 4 years or more, had no prior military experience, and had not enlisted in a reserve program, and (4) had not already left the Navy. Recruiters reviewed the list of accessions for their recruiting station and indicated whether they would or would not want each person as a RAP participant during the field test.

The selection criteria were broadened in December 1980 to include (1) 19- to 23-year-old, single high school graduate women and (2) 18½ to 19-year-old, single, high school graduate men and women who had enlisted with an "A" school guarantee. This action was taken to increase the pool of individuals who were graduates of "A" school and apprentice training in the event that personnel from the fleet could not be selected and assigned during the test period. As before, recruiters at participating stations received a list of accessions and indicated whether or not they would want the individuals for RAP duty. Recruiters also added their recommendations of individuals who were new contracts since August 1980 and who met the selection criteria.

This process generated an initial pool of 860 RAP candidates. The pool was screened in terms of school attended (i.e., individuals in long-term training pipelines such as in the nuclear program were not available for RAP duty), duty station (i.e., funds were available to pay for travel from duty stations in the continental United States), and disciplinary or medical status. The reduced pool contained 464 personnel from the fleet and 201 "A" school and apprentice training graduates. RAP participants for the field test were selected from this reduced pool of candidates.

Development of Recruiter Training Program

Interviews were conducted in June and July 1980 with all the RAP personnel and their supervisors then assigned to NRDs San Francisco, Seattle, and Washington, DC. Those interviewed were eight recruiters and seven RAP personnel. Topics covered were nomination criteria, the nomination process, orientation of RAP personnel, and effective utilization (see note 2).

The initial plan was to focus the training program on the utilization of older RAP personnel. However, the results of the interviews indicated that older RAP participants could perform many of the same activities as younger participants. Hence, a half-day training program was developed that dealt with the selection of appropriate candidates for RAP duty and presented a general approach to RAP management that could be applied to all participants assigned to a recruiting station. The program was pilot tested with three recruiters in NRD Richmond in October 1980 and revised on the basis of comments received. Forty-eight recruiters from participating stations in NRDs San Francisco and Seattle were trained in RAP selection and management in October; four sessions were given to groups of between 5 and 18 recruiters per session.

Development of Field Test Management Procedures

Because the field test operated independently of the NAVCRUITCOM program, the following field test management procedures were arranged in order to identify and assign RAP personnel to participating recruiting stations. Some of the procedures were developed in response to recruiter comments during the interviews and training sessions.

1. RAP candidates who were graduates of "A" schools or apprentice training were detailed through the Naval Military Personnel Command (NMPC) or the Enlisted Personnel Management Center (EPMAC), as under the NAVCRUITCOM program. Arrangements were made to flag the records of individuals in the candidate pool for RAP duty, to notify NAVPERSRANDCEN when orders for RAP duty were written for these individuals, and to have their RAP expenses paid with research and development (R&D) funds for the field test. The orders were for 30 days, with extensions possible depending upon the individual's availability. Recruiters at the designated stations and the enlisted programs officer at each NRD were provided with advance notice of the individuals being assigned and the reporting date.

2. Although procedures were developed to select RAP personnel from the fleet, events described later in this section precluded their selection and assignment.

3. To facilitate RAP transportation within recruiting territories, arrangements were made with NMPC to reimburse local travel mileage associated with RAP duty. In addition, the two NRDs agreed to let recruiters apply for government driver's licenses for their RAP participants and to consider the applications on a case-by-case basis.

Measurement of RAP Effectiveness

It was planned to base the evaluation of the strategy's effectiveness on data from two sources: contact cards for each personal contact made by the participant and the RAP master file containing recruiter feedback on the dates and length of RAP duty and the number of prospects and accessions generated by the participant. Recruiters at the participating stations were provided with a set of contact cards and requested to have RAP personnel complete them on a daily basis. Arrangements were made with NAVCRUITCOM to obtain accession and RAP data for the two NRDs for the period from July 1978 through December 1981.

Field Test Cancellation

The field test was cancelled in June 1981, after five RAP personnel had been assigned by EPMAC to participating recruiting stations. The following problems encountered in the early phases of the test led to the cancellation decision.

1. Funding difficulties resulted in (a) the elimination of RAP participants from the fleet for the field test and (b) the reduction by about one-half in both the size of the candidate pool and the number of RAP participants whose expenses could be paid with R&D funds.

2. During the period from November 1980 through April 1981, none of the candidates were ordered to RAP duty by NMPC. This was due in part to an inadvertent erasure of computer flags for the candidate pool. As a result, the candidate pool become too small for the RAP strategy to be given an adequate experimental test.

3. NAVCRUITCOM reprogramming actions in January 1981 resulted in the temporary discontinuation of RAP until May 1981. This action limited the number of RAP participants who were assigned during the field test period and who could serve as a control group in evaluating the effectiveness of the RAP strategy.

4. Examination of the data on the RAP master file revealed a number of inconsistencies in the entries and substantial missing data. The condition of the file raised serious doubts about its accuracy and adequacy for use in the evaluation.

Revised Test Plan

Because of NAVCRUITCOM's interest in the recruiter training program, the revised test plan focused on further development of that program. The program was examined in light of information about RAP operation gathered during the development of the peer networking strategy and from recruiter interviews and feedback during the training sessions. Following the guidance of an instructional design specialist, the program was changed from a classroom format into a self-instructional guide for recruiters on the selection and supervision of RAP personnel. A draft was reviewed by NAVCRUITCOM in July 1981, and the comments received were used in making revisions. The guide was pilot tested with six recruiters in NRDs Los Angeles and San Diego between November 1981 and January 1982. The purpose of the testing was to provide content validation of the material and to verify completeness and understandability. The guide was again revised using recruiter feedback and submitted to NAVCRUITCOM in March 1982. A copy of the training guide is provided in the appendix.

RESULTS AND DISCUSSION

This section summarizes the information gathered during the development of the peer networking strategy. Although the information is largely anecdotal and reflects recruiter perceptions of RAP operation, the comments were highly consistent in identifying aspects of RAP that need to be examined. In addition, the results presented here closely parallel evaluations recently conducted of the Navy's RAP and the Army's version of RAP.[3],[4]

Selection of RAP Candidates

A set of desirable characteristics for RAP participants was identified from information provided by recruiters during the interviews and pilot testing sessions. These characteristics, along with the minimum program qualifications for RAP as stated in the NAVCRUITCOM instruction on recruiting assistance programs,[5] are contained in the recruiter training guide in the appendix. Recruiters felt that the most important characteristics among those listed are school(s) attended, school and community activities, reasons for joining the Navy, activities while in the Delayed Entry Program, and outgoing personality. Recruiters felt, however, that possession of these characteristics did not ensure that the individual would be successful when returned to the recruiting station for RAP duty.

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[3]Borman, W. C., Toquam, J. L., Rose, S. R., & Abrahams, N. M. Evaluation of Three Programs to Assist Navy Recruiters (NPRDC report) San Diego: Navy Personnel Research and Development Center, in press.

[4]Hertzback, A., Elig, T. W., Gode, P. A., Siebold, G. L., Eaton, N. K. & O'Hara, J. W. Assessment of the Hometown Recruiter Assistance Program. Paper presented at the Military Testing Association, San Antonio, Texas, 1982.

[5]NAVCRUITCOM Instruction 1300.1A CNRC/112/bw of 11 August 1981; Subj: Recruiting Assistance Program (RAP), Officer Recruiting Assistance Program (ORAP), Hometown Area Recruiting Assistance Program (HARP), Officer Hometown Area Recruiting Assistance Program (OHARP), Senior Minority Assistance to Recruiting (SEMINAR) Program.

In general, recruiters considered NAVCRUITCOM's RAP eligibility requirements to be inappropriate. Under the NAVCRUITCOM program, RAP participants must: (1) be no more than 21 years of age, (2) be in mental categories I, II, or the upper half of III,[6] (3) have lived in the town for which RAP duty is requested for at least 2 years prior to entering the Navy, and (4) have graduated from a local high school. Each of these qualification requirements can be waived by the district commanding officer. Recruiters felt that individuals who are: (1) non-high-school graduates, (2) in the lower mental categories, or (3) older than 21 years of age could be effective RAP participants. Recruiters also responded positively to the possibility of obtaining personnel from the fleet as RAP participants during the field test and supported their inclusion within the RAP program. One recruiter recommended that RAP be expanded to allow enlisted personnel who visit the recruiting station while on leave to be assigned, at the recruiter's request, immediately to RAP duty. Overall, recruiters considered the individual's personality and community contacts to be more important to effectiveness than the age, education, and mental group criteria that RAP participants must currently meet. The importance of strong local ties and a positive community image was echoed in comments on the recruiter training guide.

Nomination and Assignment of RAP Participants

Although the NAVCRUITCOM instruction provides procedures for nominating and processing individuals for RAP duty, recruiters felt that there was no clear-cut way for them to obtain participants. According to recruiters, good RAP candidates are usually detailed to "C" schools or the fleet rather than to RAP duty because the program has a low priority. Recruiters also indicated that, while they receive RAP participants whom they have nominated, they also receive participants who were (1) not recommended for RAP duty, (2) recruited from other stations, or (3) only transients in that part of the country when they enlisted.

To increase the likelihood of receiving RAP participants, recruiters sometimes nominate all of the eligible accessions at their station. As a result, recruiters have received some RAP participants whose performance was unacceptable and whose duty had to be terminated. Recruiters commented that they would like to be more selective in their nominations; however, they considered this strategy to be necessary given the infrequency with which RAP participants are assigned to their stations. To discourage the use of this strategy and ensure that RAP assignments are made equitably across recruiting stations, one recruiter felt that recruiters should be accountable for the number of nominations they make.

Length and Timing of RAP Duty

Recruiters felt that the minimum length of RAP duty should be 30 days, with extensions possible if the participant is effective. When participants are assigned to a recruiting station for less than 30 days, there is insufficient time for the recruiter to orient them and have them be productive in terms of generating accessions. Recruiters felt that HARP duty should be extended from 15 to 30 days for the same reason. Other recruiter suggestions were to (1) provide advance notification to the recruiter of the RAP participant's arrival, (2) concentrate RAP assignments to occur early rather than late in the school year, and (3) schedule leave for participants to follow rather than precede RAP duty. Recruiters felt that these changes would increase the likelihood that recruiters would make optimal use of the participant's contacts and that the participant would generate prospects and accessions.

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[6]This criterion was in effect during the period of the field test. It was changed to AFQT score of 49 or above in a subsequent version of the NAVCRUITCOM instruction.

Utilization of RAP Participants

Recruiters indicated that they have RAP personnel carry out a variety of activities, some of which are more effective than others. Most recruiters reported that they use RAP personnel to generate prospects by having them talk to friends and acquaintances about the Navy. However, some recruiters assigned RAP personnel to telephone duty and clerical tasks at the recruiting station. Both the recruiter and RAP interviews suggested that participants may not be sufficiently oriented or managed in their duties. Recruiters indicated that, although they received information on RAP, they were not trained in how to select RAP candidates or use them effectively. Supervision was also a concern of RAP participants, who stated that they frequently did not understand what they were to do until the third week of their duty.

According to recruiters, the primary reason for poor performance by RAP participants is motivation; some participants do not understand what RAP is about and consider the time they are assigned to the recruiting station to be a paid vacation. Several of the participants described RAP as a mixture of business and pleasure. Since recruiters have little time available to correct false expectations, the result is usually a participant who is ineffective in generating accessions. Recruiters felt that they can determine within the first few days of RAP duty whether or not the participant will be successful.

The recruiter training guide was developed to respond to these problems concerning RAP utilization and expectations by providing recruiters with (1) a general structure for organizing and directing RAP activities that can be tailored to the needs of each recruiting station and (2) activities and materials for RAP participants that explain the objectives of RAP and describe what is expected of the individual while on RAP duty. Although RAP was temporarily suspended in FY82, the training guide has been accepted by NAVCRUITCOM for distribution to recruiters when the program is reinstated.

Two other aspects of RAP utilization mentioned by recruiters as influencing the effectiveness of participants were transportation and incentives. The NAVCRUITCOM instruction provides that RAP personnel can use a government vehicle only if they have a government driver's license and can use a privately owned vehicle to carry out RAP duties only if authorized by the district commanding officer. According to recruiters, RAP participants are limited in their activities because they cannot be reimbursed for local travel costs and frequently do not have access to a private vehicle. Recruiters indicated that, contrary to the NAVCRUITCOM instruction, participants cannot drive a government vehicle even if they have a government license. RAP participants felt that an important part of being successful on RAP duty was having access to a car. Transportation problems were described as reducing the effectiveness of both the recruiter and the participant, especially when the recruiting territory to be covered is large, since itineraries must be planned to accommodate both individuals' schedules.

In terms of incentives, the NAVCRUITCOM instruction indicates that successful performance can be rewarded with a letter of commendation from the district commanding officer. Recruiters felt, however, that a letter was not a sufficient incentive to motivate good performance, especially if the participant has incorrect expectations about what RAP duty will involve. Suggestions for additional incentives included accelerated promotion and an extra period of leave following RAP duty.

Assessment of Program Effectiveness

Recruiters varied considerably in the extent to which they had worked with RAP participants. One recruiter indicated that he had received 25 to 30 RAP and HARP participants in his 5 years as a recruiter. Most of the recruiters, however, have had only a few, and sometimes no, RAP participants assigned to their stations. Recruiters considered referrals made by RAP and HARP participants to be a valuable means of developing contacts with prospects; the recruiters in the interview sessions indicated that each of their RAP participants brought in between one and three accessions. The RAP participants assigned during the field test were less effective; only three of them generated one or two accessions each. However, all five brought a number of prospects into the station and were considered to be successful by their recruiters. Because RAP and HARP personnel are viewed as valuable resources, recruiters would like to have greater access to them to aid in recruiting activities.

CONCLUSIONS

The following conclusions should be evaluated in light of the limited information base from which they are drawn.

1. An outgoing personality and extensive community contacts are considered by recruiters to be desirable characteristics in a RAP participant and to be more appropriate criteria for selecting RAP candidates than are current NAVCRUITCOM eligibility criteria.

2. Unqualified or unproductive RAP participants are sometimes assigned through detailing or assignment errors or lack of selectivity in nominations by recruiters.

3. Recruiters felt that the potential effectiveness of RAP participants is reduced if they:

    a. Are assigned to a recruiting station for less than 30 days.

    b. Are doing clerical tasks at the recruiting station instead of talking to friends and acquaintances about the Navy.

    c. Do not understand what RAP is about or what is expected of them.

    d. Do not have access to their own means of transportation.

    e. Feel that there is no reward for good performance.

4. Recruiters considered RAP participants to be effective in generating accessions and to be valuable resources in their recruiting activities.

RECOMMENDATIONS

Because the following recommendations are based on information collected during the development of the peer networking strategy, they are less specific than those that would have resulted if the field test had not been cancelled. Despite this limitation, the recommendations presented here should be of value to NAVCRUITCOM in identifying aspects of RAP management and operation that could be improved.

1. Program eligibility criteria should be examined to determine if (a) the requirement that RAP candidates be no more than 21 years of age should be eliminated and (b) greater flexibility should be allowed in nominating RAP candidates who are non-high-school graduates and in the lower mental categories.

2. RAP processing procedures should be examined to determine the extent to which participants are assigned on an accurate and equitable basis.

3. The training guide should be distributed to all recruiters for use in selecting and supervising RAP participants.

4. Implementation of the policy on use of government vehicles should be examined to determine the extent to which unnecessary constraints are being placed on RAP participants.

5. The possibility of offering additional incentives beyond a letter of commendation should be explored.

6. The feedback system should be examined to ensure that accurate and complete information on RAP performance is reported and entered on the RAP master file.

APPENDIX

A TRAINING GUIDE FOR SELECTING

AND SUPERVISING RECRUITING

ASSISTANCE PROGRAM PERSONNEL

Prepared by:

Kathleen Fernandes

Navy Personnel Research and Development Center

March 1982

FOREWORD

This training guide was developed for Navy recruiters to improve their selection and supervision of Recruiting Assistance Program (RAP) personnel. The techniques described in this guide may also be applied to the management of personnel assigned to the Hometown Area Recruiting Program (HARP) and Senior Minority Assistance to Recruiting Program (SEMINAR). The guide is designed for use by recruiters who have responsibility for supervising RAP personnel in their stations; recruiters who work with RAP participants will also find the material relevant to their duties.

The guide is divided into two sections, each of which is a self-contained unit. The user can read the selection section, the supervison section, or both. Each section contains objectives, material and time requirements, and procedures to follow. The appendices contain an Introductory Guide for RAP Personnel and the Participant Feedback Report, as well as additional copies of the material referenced in the guide for you to reproduce as needed.

SECTION I

SELECTING RAP PERSONNEL

Introduction

This section presents a systematic approach to identifying the qualifications and characteristics of individuals who would be good RAP participants for your recruiting station. By using this approach, you can become more efficient in the use of your time and improve your selection of RAP nominees. The minimum program qualifications for RAP presented in this section were taken from the COMNAVCRUITCOM Instruction on Recruiting Assistance Programs; desirable RAP characteristics were identified by experienced recruiters during interviews on selection, management, and utilization of RAP personnel.

Objective

Upon completion of this section, you will be able to collect information from enlistees at your station and use it to select RAP nominees who can be productive members of your recruiting team.

Materials

It is recommended that you review the sections of the Recruiting Assistance Programs Instruction on RAP nomination procedures.

Procedure

Before making a decision to nominate someone for RAP duty, you should consider a variety of information about the individual. The relevant information falls into two categories: information which tells you if the individual meets minimum program qualifications; and information which helps you decide if the individual has characteristics which would be useful to you in your recruiting activities.

Step 1. Determine Minimum Qualifications. RAP nominees should meet the minimum program qualifications indicated in the RAP Selection Criteria in Table 1. Checking these qualifications before asking about other characteristics will save you time. You can obtain all of the necessary information from the individual's enlistment package. The district commanding officer can waive each of the qualifications for individuals who you feel would be good RAP candidates but do not meet program requirements. Once you have checked the minimum qualifications, you are ready to look at other desirable characteristics which would make the person a good RAP candidate.

Step 2. Identify Other Characteristics. Desirable characteristics for a RAP participant fall into two categories: educational/social contacts and personality/appearance. The characteristics you should look for are listed in the Table 1.

You can obtain much of the information on educational/social contacts from the individual's enlistment package. Other activities which would provide you with valuable information about the individual are:

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Table 1

RAP Selection Criteria

Information to Consider in Selecting a RAP Nominee

Minimum Qualifications

- Maximum of 21 years of age.

- Graduate of a high school in the town for which RAP duty is requested.

- Resident in the area for at least two years prior to entry into the Navy.

- AFQT score of 49 or above.

Desirable Educational/Social Characteristics

- Schoois attended, class standing, sports played and proficiency, other school activities.

- Jobs held.

- Driver's license and access to/ownership of vehicle.

- Number and background of young people known well enough to talk to about the Navy.

- Activities/leads generated while in the Delayed Entry Program.

- Reasons for joining the Navy.

- Unusually positive feelings of parents about the Navy.

- Overall, does the person have a wide circle of friends and contacts in the community?

Desirable Personality/Appearance Characteristics

- Enthusiasm; self-confidence; likeableness; positive attitude.

- Popularity in school and community.

- Strong, convincing talker; ability to hold own in controversial talks with friends.

- Basic appearance (i.e., will this person present the kind of image of the Navy you want?)

- Overall, does this person have the type of personality needed to meet and interact with the public?

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- contact parents, references, other salient people in the community and schools.

- listen to the person during interviews with you and while talking on the telephone.

- watch how the person relates to others.

- observe how the person acts with peers when you are present in uniform.

- see how many people the person knows from names on school lists and suspect/prospect cards.

Step 3. Make the Selection Decision. RAP is a peer networking technique; i.e., RAP participants contact their contemporaries and provide prospects for you to develop into accessions. RAP participants may be particularly useful in developing contacts with segments of the population of which they are a member. These target groups include:

- residents of specific areas of the city/community/recruiting territory.

- students at certain schools or colleges.

- members of certain ethnic groups.

- individuals who may be qualified for certain enlistment programs.

In making the selection decision, you should consider the extent to which the individual has contacts in the community and possesses the skills needed to develop new contacts. It is recommended that you use the RAP Selection Criteria as a reference guide for making your decisions; an extra copy of the Criteria is provided in Appendix A for you to reproduce as needed. Recruiters have indicated that school(s) attended, school and community activities, reasons for joining the Navy, DEP activities, and outgoing personality are important considerations in making the selection decision. You can emphasize the same criteria or identify your own set based on the characteristics of your recruiting area and the nature of your station's goals. When you decide that a person is a good candidate, you should follow the nomination procedures set forth in the Instruction on Recruiting Assistance Programs.

Timing

The selection procedures presented here should occur prior to classification of the recruit at AFEES and should require only a few minutes of your time.

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SECTION II

SUPERVISING RAP PERSONNEL

Introduction

RAP personnel are most successful when they have been well-oriented and managed effectively. In this section, you will learn techniques to manage RAP personnel which can be tailored to the unique demands of your recruiting station. The techniques will help you to structure the participant's activities from the time he/she reports to your station through the completion of the duty period. This section presents a four-phased approach to RAP supervision; the techniques described were selected after reviewing comments by recruiters and RAP participants during interviews on RAP selection, management, and utilization.

In the approach presented in this guide, you will develop a structured management plan to use in supervising the RAP participant. Setting up a structured plan has benefits both for you as a recruiter and for the RAP participant. First, the individual is usually assigned to your station for a 30-day period. Given this limited time period, it is crucial that the resources of the participant be identified early on and used in the most productive ways. Without a structured plan, much of this time period can be lost. RAP participants have stated that they frequently did not understand what they were to do until the third week of their duty. A structured plan developed soon after the RAP participant reports to your station insures that the individual's personality, skills, and contacts can be used maximally. Second, RAP participants have indicated that they feel uneasy and are often reluctant to contact people about the Navy. A structured framework which specifies their exact activities often decreases anxiety for RAP participants. The structure should also help the individual avoid failure early in the duty period, which can be a cause of reduced RAP productivity. Finally, a structured approach can reduce the amount of time which you spend in RAP management. The time needed to organize work for the RAP participant will be reduced; also, because the person will be able to work more independently, he/she will require less guidance by you.

The remainder of this section presents the four phases in RAP supervision. They are:

- Orient the incoming RAP participant.

- Set up an action plan.

- Provide training.

- Monitor RAP activities and provide feedback.

The objectives and procedures associated with each phase are summarized in Table 2.

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Table 2

Summary of Objectives and Procedures Associated with the

Four Phases in RAP Supervision

Phase	Objective	Procedure	
I. Orient the incoming RAP participant.	The participant will know the objectives of recruiting and RAP, and he/she will feel a part of the recruiting team.	Step 1.	Ask the individual to read the Introductory Guide for RAP Personnel.
		Step 2.	Discuss the objectives of recruiting and RAP.
		Step 3.	Make the RAP participant feel welcome.
		Step 4.	Explain the role of the RAP supervisor.
		Step 5.	Have the participant complete the RAP Data Sheet.
II. Set up an action plan.	The RAP participant will have an objective and an action plan to follow and will understand what activities he/she is to carry out on a weekly basis.	Step 1.	Determine the RAP objective based on talents and contacts identified.
		Step 2.	Select activities for the participant to carry out.
		Step 3.	Develop a schedule for each week of the duty period.
III. Provide training.	The RAP participant will acquire the knowledge and skills necessary to complete the scheduled activities.	Step 1.	Review recordkeeping and administrative procedures.
		Step 2.	Discuss how to respond to questions about the Navy.
		Step 3.	Develop contacting skill as appropriate.
IV. Monitor RAP activities and provide feedback.	The RAP participant will carry out the action plan and know whether his/her performance is acceptable.	Step 1.	Implement the action plan and monitor activities.
		Step 2.	Schedule formal feedback sessions.
		Step 3.	Provide continuing feedback.
		Step 4.	If necessary, terminate duty for unacceptable performance.

Phase I. Orient the Incoming RAP Participant

Objective

Upon completion of this phase, the RAP participant will know the objectives of recruiting and RAP, and he/she will feel a part of the recruiting team.

Materials

To complete this phase, you will need the Introductory Guide for RAP Personnel and the RAP Data Sheet. These materials are presented in Appendix B and C.

Procedure

RAP participants have no recruiting experience and frequently are given little prior notice that they have been assigned to RAP duty. They have little information about what they will be doing at the recruiting station and may even believe that RAP duty is a paid vacation. Given their misconceptions and lack of knowledge about RAP duty, it is important that RAP participants be oriented to the objectives of the program and receive accurate information about their duty as soon as they report to your station. The following are steps to follow in orienting the incoming RAP participant.

Step 1. Ask the individual to read the Introductory Guide for RAP Personnel. The Guide describes the objectives of the program, explains the benefits to individuals who are participants, and helps to define the relationship between you and the participant; the Guide also gives examples of activities typically performed by RAP participants, explains who will supervise their work, and offers some tips on talking to prospects. You should read the Guide so that you can answer any questions the participant might have about it.

Step 2. Discuss the objectives of recruiting and RAP. Using the Guide as a starting point, you should discuss the RAP participant's role and duties, the Navy's approach to recruiting, and the way recruiting is done at your station. You should also define acceptable and unacceptable RAP performance and explain the positive and negative consequences of each.

Given that the participant has no training in how recruiting is done, you should devote some time to explaining how recruiting goals and the RAP participant's objective are linked. The following points should be discussed:

- The recruiting process can be broken into a series of steps, from making contacts to generating accessions. Showing the participant some of the statistics for your station will illustrate, for example, how contacts lead to interviews and interviews lead to accessions.

- Of the steps in the recruiting process, the RAP participant can have a direct effect on developing contacts, while conducting interviews, "selling Navy," and generating accessions are the recruiter's responsibility.

- Because the participant can be responsible only for one portion of the recruiting process, the objective for RAP duty should be defined in terms of the contacts you expect him/her to make.

- The contacts made by the RAP participant should be individuals who are eligible for enlistment in the Navy.

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- In order to link these contacts with interviews and ultimately with accessions, they should be of a quality that will lead to a number of interviews and accessions which is in line with the statistics for your station.

Step 3. Make the RAP participant feel welcome. You should spend some time getting acquainted with the RAP participant, introducing him/her to the other recruiters, and showing him/her around the station. You should try to include the participant in station meetings and social events and may want to have a special name tag made up for his/her use.

Step 4. Explain the role of the RAP supervisor. You should identify the individual (e.g., you, another recruiter, the recruiter-in-charge) who will be the RAP participant's supervisor and will be guiding and evaluating his/her activities during RAP duty. RAP duty is likely to be the RAP participant's first Navy "job." As a result, it is important that you explain the function of a supervisor and establish yourself or the appropriate person in this role early on in the duty period. If you are not the supervisor but will be working with the participant, you should explain your role and distinguish it from that of the RAP supervisor. Some recruiters who had been RAP supervisors reported uneasiness or difficulty in changing their role from that of buddy/friend to supervisor.

Step 5. Have the participant complete the RAP Data Sheet. The RAP Data Sheet requests names of contacts known by the individual. Information requested includes:

- community organizations and events and places where peers congregate.

- ideas for presentations, public appearances, other engagements, and ways to promote the Navy.

- names of friends qualified for Navy service and school, community, job, and union contacts.

After the participant completes the RAP Data Sheet, you should review the information with him/her to be sure that you have a complete picture of the potential contacts available to the participant.

Timing

These activities should occur on the participant's first day at the station; they may take an entire morning or afternoon for the participant to complete but should require no more than an hour or two of your time.

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Phase 2. Set Up an Action Plan

Objective

Upon completion of this phase, the RAP participant will have an objective and an action plan to follow and will understand what activities he/she is to carry out on a weekly basis.

Materials

For this phase, you will need the RAP participant's completed Data Sheet and the Weekly Schedule which is presented in Appendix D.

Procedure

An objective is a statement about what you want the participant to accomplish while on RAP duty. It should be developed to make the best use of the individual's talents and abilities, and should be stated in terms of specific, observable behaviors and include a time frame within which to be completed. An action plan specifies the activities that the RAP participant should carry out to achieve the objective. In setting up the action plan, you should keep the following considerations in mind:

- The plan should be built upon the information provided in the Data Sheet.

- The plan should fit the amount of time you have to train, direct, and work with the RAP participant, and should consider the number of activities that you wish to perform with him/her.

- The plan should specify activities which are appropriate to the transportation available to the RAP participant.

- The plan should be flexible enough to provide time for "catch up" and to take advantage of new opportunities.

- The plan should be structured so that activities requiring more knowledge or skill development occur later in the participant's assignment.

There are a number of activities that the RAP participant can perform to achieve his/her objective. These activities are listed in Table 3. You should start the RAP participant on activities which require the individual to draw on personal experiences since these are where the new participant has the most to offer immediately and will feel the most comfortable. As you observe the participant in action, you can decide on the activities which make the best use of the individual's talents and contacts. It is important that the participant be involved in the development of the action plan. These discussions will help you to identify the individual's contacts, personality, motivation, and fears. They will also lead to greater acceptance of the action plan since the participant will understand the reasons for the different activities and will feel that he/she has influenced the content of the plan. The following are steps to follow in setting up an action plan for the RAP participant.

Step 1. Determine the RAP objective based on talents and contacts identified. You should review the information on the individual's Data Sheet and establish what you feel is a reasonable objective for the RAP participant. The objective can be stated in terms of the number of contacts you want the person to make or the number of appointments or

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Table 3

RAP Activity List

- Sit in during interviews and DEP meetings; describe own Navy experiences to prospects and their parents.

- Appear in uniform in the community and at spectator events; participate in parades.

- Go to places where peers congregate; play sports with peers.

- Go through high school yearbooks, suspect/prospect cards, and old school lists to identify familiar names to contact.

- Contact school, job, and union friends to renew acquaintances.

- Visit schools, including former teachers/counselors/principals, and talk to students individually or in groups.

- Talk to a class or other school group, community group, church group, or sports/other interest club.

- Talk with people in local shopping centers, fast food shops, etc.

- Accompany the recruiter on itinerary; provide feedback on places where peers congregate.

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interviews you want the participant to generate. You should also specify a time frame within which the objective is to be completed. The time frame can be a day or a week, or it can be identified with an activity to be conducted (e.g., 2 contacts during a visit to a local high school). You may want to base the RAP objective on your own recruiting statistics, then adjust the figure upward or downward given the range of friends and contacts identified in the participant's Data Sheet. Once the participant understands his/her objective, you should record it on the Weekly Schedule. The objective should be written down so the participant can refer to it as needed.

During the course of RAP duty, you or the participant may feel that the objective is too easy, too hard, or is in some way inappropriate. The option to alter the objective is yours, but you should discuss your decision with the participant. Modifications in the objective and the action plan are discussed in Phase 4.

Step 2. Select activities for the participant to carry out. It is recommended that you use the RAP Activity List as a reference guide in discussing the types of activities you want the RAP participant to complete. An extra copy of the List is in Appendix E for you to reproduce as needed. You and the participant need to consider the contacts he/she listed on the Data Sheet and how they mesh with the activities he/she could carry out. For example, you would want to select activities focusing on school contacts for a participant who was popular at his/her high school and listed a number of school officials known on the Data Sheet. You should elicit the participant's reactions to the activities (e.g., feelings about returning to his/her high school) in making your selection. Most participants should be able to perform activities which require them to describe their own Navy experiences to others. The selection of other, more difficult activities will depend upon the talents and contacts of the participant.

Step 3. Develop a schedule for each week of the duty period. You and the RAP participant should work together on developing a rough overall plan and setting the first Weekly Schedule. You should build the schedule around your routine, indicating the activities and time periods where you want the RAP participant to accompany you. Depending on the participant's background and contacts, you may want to assign him/her to accompany other recruiters in your station. The first week's schedule should be worked out in the greatest detail since the RAP participant is new and will need the greatest amount of guidance and structure during this time. The schedules for the remaining weeks will be sketchy at first but can be filled in as you determine the participant's effectiveness in conducting different activities. Some participants will be able to complete the subsequent schedules themselves while other participants will continue to need your assistance each week. The schedules should be reviewed to ensure that:

- complex activities are broken down into a series of steps to be accomplished by you and/or the participant, and each step is listed in the schedule.

- time is allotted for the participant to learn the skills or knowledge necessary to conduct more demanding activities.

- the schedule for each day and/or week provides sufficient opportunity for the participant to achieve the objective that has been established for him/her.

- the schedule is complete and reasonable, and there is sufficient time allotted to carry out the activities listed.

- there is time set aside each week for evaluating the participant's performance in terms of the established objective.

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Timing

The development of the objective and an initial action plan should be done early in the first week and should take about an hour of your time. Time requirements associated with adding to or modifying the plan will be discussed in Phase 4.

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Phase 3. Provide Training

Objective

Upon completion of this phase, the RAP participant will acquire the knowledge and skills necessary to complete the scheduled activities.

Materials

For this phase, you will need to compile a packet of Navy booklets and handouts and relevant portions of the Enlisted Recruiting Training and Operating Procedures Standardization (RETOPS) Manual and other COMNAVCRUITCOM Instructions.

Procedure

There are a variety of teaching techniques which you can use to develop the participant's skills and knowledge related to his/her RAP activities. There are three primary knowledge/skill areas. For each, teaching techniques can be summarized as follows:

Knowledge/Skill	Teaching Techniques
• Recordkeeping and Administrative Procedures	• You describe the procedures. • You demonstrate, provide examples as necessary.
• Information on the Navy	• You assign readings. • You discuss, clarify topics with the participant.
• Contacting Skills	• You describe the procedures. • You demonstrate the procedures. • Participant uses the procedures under your guidance.

Step 1. Review recordkeeping and administrative procedures. The information on recordkeeping and administrative procedures which you provide to the RAP participant will depend upon your specific setting. You should require, however, that the participant keep a record of contacts made. You can have the participant complete suspect/prospect cards or provide the necessary information for you to annotate in the tabs you maintain. You should also develop procedures for tracking the RAP participant's activities. This can include daily verbal reports from the participant or a copy of the Weekly Schedule with notes by the RAP participant on activities completed. This information can be used in evaluating and providing feedback to the participant and will be discussed in Phase 4.

A description of your recordkeeping and administrative procedures, along with examples of completed forms, should provide sufficient information for the RAP participant; if necessary, you can also demonstrate the procedures. In your description, you should explain how and when to do the procedures as well as why they are important. Recordkeeping and administrative procedures should be taught early in the duty period to

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reduce confusion and ensure that the RAP participant gets off to a good start. The first time the participant completes a form or procedure, you should check his/her work for completeness and accuracy. If it has been done correctly, you need only to monitor that he/she continues to comply with the procedures.

Step 2. Discuss how to respond to questions about the Navy. You should emphasize that the job of the RAP participant is to describe his/her Navy experiences and that questions about programs and qualifications for enlistment should be referred to you or another recruiter. You should discuss the types of questions RAP participants can expect to be asked by prospects and how to handle any "sticky" questions which arise. To assist the participant, you may want him/her to review some of the Navy brochures in your office. You can check the participant's knowledge by quizzing him/her with questions a contact might ask. You should also discuss any concerns the participant might have about his/her RAP duties. These discussions should begin at the same time that you are orienting the participant.

Step 3. Develop contacting skills as appropriate. Depending on the participant's performance, you may want to develop his/her contacting skills by teaching some basic recruiter prospecting procedures such as personally developed contacts and some basic telephone skills. You can use any of the following teaching techniques:

- you describe the prospecting procedure.

- you demonstrate the prospecting procedure in the office or in the field so that the participant can learn by example.

- the participant initiates a contact using the prospecting procedure under your guidance.

If possible, you should set aside time during these teaching sessions to answer questions and provide constructive criticism (i.e., give positive encouragement as well as point out deficiencies).

Timing

Instruction on bookkeeping and administrative procedures and on the Navy should begin the first week of RAP duty; training in contacting procedures should begin the second week and be introduced as needed to accomplish activities. The amount of time which you devote to training will depend upon the activities, prior knowledge, and quickness of the RAP participant.

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Phase 4. Monitor RAP Activities and Provide Feedback

Objective

Upon completion of this phase, the RAP participant will carry out the action plan and know whether his/her performance is acceptable.

Materials

For this phase, you will need the Weekly Schedules which you and the participant have filled out. It is recommended that you review the sections of the Recruiting Assistance Programs Instruction on feedback reports, letters of commendation, and termination procedures.

Procedure

Step 1. Implement the action plan and monitor activities. You should start the RAP participant immediately on the activities in the Schedule for the first week. The participant will perform some of the activities independently and some with you or other recruiters as a team. You should make sure that the participant does all of the activities listed in the Schedule so that you can get a sense of his/her strengths and weaknesses. Monitor the participant's activities closely and actively; because RAP duty is a learning experience for the individual, you should provide assistance and pointers whenever necessary. You should remind the participant to complete the recordkeeping procedures that you require. You can use the information provided by the participant to complete the Participant Feedback Report, a copy of which appears in Appendix F. Procedures for filing the report are contained in the Instruction on Recruiting Assistance Programs.

You may find it helpful to meet with the participant every morning at a specified time to discuss concerns about yesterday's activities, check progress, and plan the day's schedule. It is important to remain accessible to the participant and to keep him/her motivated. Developing his/her skills, praising progress, increasing the level of responsibility and independence, and including him/her in your recruiting activities and plans are all good motivators. You may want to keep the negative feedback about the individual's performance to a minimum during the first week; as the participant develops more confidence, you should provide immediate positive as well as negative feedback as needed.

Step 2. Schedule formal feedback sessions. You should schedule a formal feedback and evaluation session near the end of the first week of duty and at least once during each subsequent week. During these sessions, you should review the participant's daily activities, discuss the activities completed, and deal with any problems which may have arisen. You should review the participant's success in achieving his/her objective, praise accomplishments, and suggest ways to improve or increase responsibility. As necessary, you may want to revise the objective and/or the action plan for the following weeks. Based on these decisions, you and the participant should add to and complete the next week's Schedule, including additional training as needed.

Step 3. Provide continuing feedback. It is especially important that you provide continuing feedback to the participant since without it, the person does not know if anything he/she does matters and may, as a result, become demotivated and less productive. Comments on the extent to which the participant was able to achieve his/her

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objective and the outcome of your interviews or discussions with contacts generated by the participant can provide valuable feedback. The primary mechanism available for formally recognizing successful RAP performance is a letter of commendation from your district commanding officer.

   Step 4. If necessary, terminate duty for unacceptable performance. Although an effective RAP participant can provide valuable assistance in locating prospects, there may be occasions when the individual assigned to RAP duty at your station is not motivated to carry out his/her activities successfully. In these instances, you may want to terminate the RAP participant's duty. This action is preferable to limiting his/her activities to those of "go-fer" (e.g., cleaning the station, making coffee runs) at the station. You should discuss your decision with the participant before initiating the termination procedures presented in the Instruction on Recruiting Assistance Programs.

   ## Timing

   Monitoring the activities of the participant should begin the day after the action plan is developed; your time involvement will vary with the nature of the activity and should lessen as the participant develops skills and confidence. Formal evaluation sessions should occur at least weekly or, if the participant is having problems, at least twice a week. These sessions should require less than an hour of your time.

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APPENDIX A

RAP SELECTION CRITERIA

RAP Selection Criteria

Information to Consider in Selecting a RAP Nominee

Minimum Qualifications

- Maximum of 21 years of age.

- Graduate of a high school in the town for which RAP duty is requested.

- Resident in the area for at least two years prior to entry into the Navy.

- AFQT score of 49 or above.

Desirable Educational/Social Characteristics

- Schools attended, class standing, sports played and proficiency, other school activities.

- Jobs held.

- Driver's license and access to/ownership of vehicle.

- Number and background of young people known well enough to talk to about the Navy.

- Activities/leads generated while in the Delayed Entry Program.

- Reasons for joining the Navy.

- Unusually positive feelings of parents about the Navy.

- Overall, does the person have a wide circle of friends and contacts in the community?

Desirable Personality/Appearance Characteristics

- Enthusiasm; self-confidence; likeableness; positive attitude.

- Popularity in school and community.

- Strong, convincing talker; ability to hold own in controversial talks with friends.

- Basic appearance (i.e., will this person present the kind of image of the Navy you want?)

- Overall, does this person have the type of personality needed to meet and interact with the public?

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APPENDIX B

INTRODUCTORY GUIDE FOR RECRUITING ASSISTANCE

PROGRAM PERSONNEL

INTRODUCTORY GUIDE FOR
RECRUITING ASSISTANCE PROGRAM PERSONNEL

Welcome Aboard

Welcome to the Recruiting Assistance Program, better known as RAP. Recruiting is a challenge which requires special people. The recruiter you will be working with was carefully selected and trained to represent the Navy. You, too, have been specially selected to help in this critical mission. The Navy and your recruiter expect you to do your best while on RAP duty.

What is Expected of You

The Navy is paying for you to spend time in your hometown; you are not charged leave. Therefore, the time you are assigned to RAP is not a vacation; it is a full-time job. Your recruiter will brief you on what you are expected to accomplish while at the recruiting station. You will be responsible for seeing that these things get done.

RAP Objectives

As part of RAP, you are to find and talk with as many interested and qualified contacts as you can and to encourage them to discuss the Navy further with your recruiter.

To help you accomplish these objectives, you bring at least two strengths to your assignment:

- You can relate your Navy experiences to civilians your own age.

- This town is your home -- you know its people, places, and characteristics.

You are here, therefore, not to sell anyone anything, but rather to talk to friends and others about your experiences in the Navy and to introduce them to your recruiter if they have an interest in the Navy.

As a RAP participant, you are representing the Navy. As you talk to friends and others about your experiences, it is important that you be as accurate and complete as possible. Your recruiter will discuss with you those questions you should be able to answer and those that you should refer to him/her.

Benefits of Being in RAP

There are a number of benefits associated with being part of RAP. These include the opportunity to:

- Spend time at home while working for the Navy.

- Learn more about the Navy.

- Develop good speaking and public relations skills.

- Become acquainted with recruiters and officers.

- Receive a letter of commendation if your performance is outstanding.

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Your Relationship with the Recruiter

One of the recruiters in the station will be assigned as your supervisor. This person will be overseeing the work you do and will guide you and back you up in your duties. Your supervisor is responsible for your work and so will expect a good job. Now that you are in the Navy, you know what is expected of you in this relationship. If you work hard and do your best, you will be rewarded; if not, your supervisor can terminate your RAP duty.

You and your recruiter will work closely together as part of the Navy's recruiting team. Your recruiter is responsible for enlisting persons you bring into the station who are interested in the Navy. You have only a few short weeks here to make your contribution to the Navy through RAP. It is up to you to work with your recruiter to make this time a success.

RAP Activities

You will be performing a variety of duties as a RAP participant. Depending upon your contacts in the community, the recruiter may ask you to:

- sit in during interviews and DEP meetings; describe your Navy experiences to prospective enlistees and their parents.

- appear in uniform in the community and at spectator events; participate in parades.

- go to places where people your age congregate; play sports with them.

- go through high school yearbooks to identify familiar names to contact.

- contact school, job, and union friends to renew acquaintances.

- visit schools, including former teachers, counselors, and principals, and talk to students individually or in groups.

- talk to a class or other school group, community group, church group, sports club, or other interest club.

- talk with people in local shopping centers, fast food shops, etc.

- accompany the recruiter on itinerary; provide feedback on places where peers congregate.

What to Expect during RAP Duty

This section describes the procedures which you and the recruiter will follow in structuring your activities as a RAP participant. After you read this guide, the recruiter will begin to prepare you to carry out these activities.

Step I. Orientation. Your recruiter will discuss with you the objectives of recruiting, the roles each of you will play, and the way things are done at this recruiting station. You will be able to ask any questions you have about the information in this guide. The recruiter will ask you to list the names of individuals and organizations in the community

that you could contact about the Navy. This list will be used to develop the set of activities which you will perform during RAP duty. The recruiter will give you a form to fill in this information and will review it with you to be sure that it is complete.

Step 2. Development of an Action Plan. Your recruiter will identify the number of contacts or appointments which you will be expected to generate while on RAP duty. This objective will be based upon what the recruiter feels you should be able to do, given the contacts you have identified. You and the recruiter will next develop an action plan for accomplishing your objective. The action plan specifies the activities for you to carry out during each week of RAP duty. Typical RAP activities are listed in an earlier section of this guide. The purpose of an action plan is to have you spend time on the most productive activities for you. In the first week of RAP duty, you will try out a number of activities to find out which ones you do best. You and the recruiter will revise the action plan for later weeks based on your early performance.

Step 3. Training. Your recruiter may want to train you in some useful techniques which will help you in your RAP activities. One area to be reviewed is recordkeeping and administrative procedures. Your recruiter will inform you of the paperwork which is required of RAP participants. A second area to be reviewed concerns responding to questions about the Navy. Your job is to describe experiences in the Navy; you should refer questions about programs and qualifications for enlistment to your recruiter. Your recruiter will give you a set of materials to read and will discuss any questions you might have. He/she will also review with you the types of questions RAP personnel are frequently asked, and discuss how to handle "sticky" questions. Finally, the recruiter may develop your contacting skills by teaching you some basic recruiter contacting procedures. The recruiter will describe and demonstrate the procedures, then have you practice them under his/her guidance before you will be expected to use the procedures on your own.

Step 4. Performance and Evaluation. Once you have an action plan and some basic training, you can begin to carry out your RAP activities. Some of the activities will be done with the recruiter, some on your own. During this time, the recruiter will be closely monitoring your work, providing assistance and pointers whenever necessary. There may be some immediate revisions to your action plan to make allowances for new opportunities and for other duties required by the recruiter.

At the end of the first week, you will have a feedback session with your recruiter to review and discuss your performance. You will have an opportunity to review each activity: is it as successful as previously thought, can it be improved, how can it be improved, are you comfortable with it, should it be retained. You will also discuss your strengths and weaknesses and how your overall performance can be improved. You should view the session as a learning experience. You should ask for advice and criticism and mention any problems you have had. You and the recruiter will also review your action plan for the remainder of your duty and adjust the objective, activities, and time schedules to make the most efficient use of your talents and contacts.

You will continue to have regular feedback sessions with your recruiter to discuss your performance and problems. These sessions may be scheduled weekly, twice a week, or daily.

Tips on Talking to Contacts

Here are a few tips to keep in mind when talking to friends and strangers about the Navy.

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- Don't feel reluctant to take up someone's time to talk about the Navy. Remember, you are describing an opportunity that can benefit him/her.

- Organize your phone calls by generally planning what to say before you call.

- Learn as much as you can about the Navy. You will earn the trust and confidence of listeners by sounding informed and honest.

- Do not be reluctant to refer questions to your recruiter. It is important not to dispense wrong information about the Navy.

- Tell people about your Navy experiences in a natural way. Think about the questions you had before joining. People have many of the same kinds of questions you did.

- Guide the listener's attention. Any topic can be used to start a friendly conversation with a person you meet. Once you have his/her attention and some idea of his/her interests, you can lead the conversation to your experiences in the Navy.

- Be a good active listener. Everyone has their own interests and concerns, and most people enjoy talking about them. Make eye contact and draw the person out by asking relevant questions about his/her personal interests. If you can recognize and understand the person's concerns, you and your recruiter will have a better chance to determine whether the Navy could help the person.

- Follow-up your contact. Make people you contact feel that you take a personal interest in them. Record their interests and questions so that the next time you meet, you can pick up where you left off.

- Follow-up contact sources. Use a thank-you call as an opportunity to maintain and develop your contact sources and obtain additional leads.

GOOD LUCK IN YOUR RAP DUTY

APPENDIX C
RAP DATA SHEET

RAP DATA SHEET

Name _____ Phone Number _____

Address _____

Instructions: Please complete the following information which will assist your recruiter in selecting activities for you to perform during your RAP duty. You should be as comprehensive as possible in your answers.

Events and places where people my age congregate: _____
_____

School officials I know: _____
_____

Community organizations where I am known: _____
_____

People in community who can help me make contacts: _____
_____

Job and union contacts: _____
_____

Ideas for activities:

    Places where I might give a presentation _____
_____

    Special public appearances _____
_____

    Possible lunch/dinner engagements _____
_____

    Other promotional ideas _____
_____

Names of friends qualified for Navy service:

_____ _____ _____

_____ _____ _____

_____ _____ _____

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APPENDIX D

WEEKLY WORK SCHEDULE

Name_____

Week of _____

Objective:_____

_____

SCHEDULE

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Notes/Comments

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APPENDIX E

RAP ACTIVITY LIST

RAP Activity List

- Sit in during interviews and DEP meetings; describe own Navy experiences to prospects and their parents.

- Appear in uniform in the community and at spectator events; participate in parades.

- Go to places where peers congregate; play sports with peers.

- Go through high school yearbooks, suspect/prospect cards, and old school lists to identify familiar names to contact.

- Contact school, job, and union friends to renew acquaintances.

- Visit schools, including former teachers/counselors/principals, and talk to students individually or in groups.

- Talk to a class or other school group, community group, church group, or sports/other interest club.

- Talk with people in local shopping centers, fast food shops, etc.

- Accompany the recruiter on itinerary; provide feedback on places where peers congregate.

APPENDIX F

PARTICIPANT FEEDBACK REPORT

☐ RAP   ☐ HARP

PARTICIPANT FEEDBACK

(Submit to CNRC (code 112), with a copy to participants CO.
NET 55 days and NLT 65 days after participant departs NRS)

STA ID CODE

PARTICIPANTS SSN

LAST NAME ONLY

DATE REPORTED					
Y	Y	M	M	D	D

DATE DEPARTED					
Y	Y	M	M	D	D

TOTAL RECRUITS

TOTAL PROSPECTS

RATE	HARP ONLY

RECRUIT 1			
AFQT SCORE	RACE #1	ETHC #2	PROGRAM #3

RECRUIT 2			
AFQT SCORE	RACE #1	ETHC #2	PROGRAM #3

RECRUIT 3			
AFQT SCORE	RACE #1	ETHC #2	PROGRAM #3

RECRUIT 4			
AFQT SCORE	RACE #1	ETHC #2	PROGRAM #3

HARP	
RACE	ETHC

PARTICIPANTS UIC

DATE RECEIVED					
Y	Y	M	M	D	D

#1 RACE CODES

C = CAUCASIAN
N = NEGROID
X = OTHER

#2 ETHNIC CODES

1=OTHER	6=MEXICAN AMERICAN
X=NONE	7=ESKIMO
1=SPANISH	8=ALEUT
2=AMERICAN INDIAN	9=CUBAN AMERICAN
3=ASIAN AMERICAN	G=CHINESE
4=PUERTO RICAN	J=JAPANESE
5=FILIPINO	K=KOREAN

#3 PROGRAM CODES:

AZ=ACTIVE MARINER	AJ=PSI
AM=ACTIVE MARINER SUBFARER	AK=SEAMAN/AIRMAN
AA=AEF	A4=4YO SCHOOL GUAR
AB=ATF	A5=5YO SCHOOL GUAR
AG=NUCLEAR FIELD	AY=TAR ENLISTED
AH=OCCSPEC	

---

1 WAS PUBLICITY UTILIZED _____

2 WERE ANY PROBLEMS ENCOUNTERED _____

3 WERE ANY NEW CENTERS OF INFLUENCE ESTABLISHED _____

4 LETTER OF APPRECIATION _____

5 HOW WAS PARTICIPANT UTILIZED _____

6 OVERALL SUMMARY OF PARTICIPANTS DUTY _____

Use Back of Sheet if needed.

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COMPLETION PROCEDURES FOR   (A

PARTICIPANT FEEDBACK REPORT (NAVCRUIT 1300/2) (REV. 8-78)

Feedback reports are a vital management tool. Proper comple-
tion and prompt submission will prevent unnecessary delays in
processing.

1. "X" in either the RAP block or the HARP block. Be sure
the correct program is indicated.

2. STA ID CODE: Fill in station identification code using
the number of your station. Each block must be filled.

3. PARTICIPANT'S SSN: Fill in RAP's/HARP's social security
number. Fill in each block. Verify that numbers are clear
and have not been transposed.

4. LAST NAME ONLY: Fill in all, or as much of the RAP's/
HARP's last name as blocks will allow. If the last name is
nine letters or less, begin by filling in the farthest block
on the left.

5. DATE REPORTED: Fill in the date the RAP/HARP officially
checked in for duty. Enter the year first, then the month,
and finally the day. All blocks must be filled with a number
or a zero.

6. DATE DEPARTED: Fill in the date the RAP/HARP duty was
terminated. Enter the year first, then the month, and
finally the day. All blocks must be filled in with a number
or a zero.

7. TOTAL RECRUITS: Fill in the total number of accessions
the RAP/HARP produced. Each block must be filled. If the
RAP/HARP did not produce any accessions, enter "00" (zero,
zero) in the blocks.

8. TOTAL PROSPECTS: Fill in the total number of prospects
the RAP/HARP produced. Each block must be filled. If the
RAP/HARP did not produce any accessions, enter "00" (zero,
zero) in the blocks.

9. RATE, HARP ONLY: If feedback report concerns a HARP,
fill in the rate, beginning with the farthest block on the
left.

10. RECRUIT 1, 2, 3 & 4: Refer to #7 (TOTAL RECRUITS), if
this block reflects a number then at least one set of blocks
must be filled. Example: If the total recruits block shows

a total of 03 recruits, recruit blocks 1, 2 & 3 must be
filled. Recruit block 4 would be left blank.

Fill in the RAP's/HARP's AFQT score, the race ethnic code,
and the program code. (Correct race, ethnic and program
codes are shown on the Feedback Report.)

11. HARP (RACE/ETHNIC): If the feedback report concerns a
HARP, fill in the HARP's race ethnic code.

12. PARTICIPANTS UIC: Should be filled in with the UIC to
which the RAP/HARP participant will be reporting upon comple-
tion of his/her RAP/HARP duty. The number should be avail-
able from the member's orders.

13. DATE RECEIVED: Leave blank. For CNRC use only.

14. WRITTEN COMMENTS SECTION: Must be printed or written
clearly. If the answer to any question is yes, include a
brief explanation. Use the back of the FEEDBACK REPORT, if
needed.

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